INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

The Learning Station

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Unsatisfactory	Lesson matches original description	Meeting Standard (3)	Criminal Background Checks	In Compliance
Recruiting Materials	Unsatisfactory	Instruction is clear	Meeting Standard (3)	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	Meeting Standard (3)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 5:1 or less	Meeting Standard (3)		

ACTION NEEDED:

A corrective action and tutor recruitment plan was submitted to ensure that all tutors meet The Learning Station's tutor qualifications as described in the originally approved application.

Revised flyers were submitted that accurately reflect tutor qualifications and programming, as well as eligibility requirements.

On-site Monitoring Visit Rubric
DOCUMENT ANALYSIS Components

NAME OF PROVIDER: The Learning Station **DATE DOCUMENTATION RECEIVED: 3/11/08**
REVIEWER: MC

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	**BOTH** of the following: -Tutor resumes/applications (all tutors) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) *In addition to:* **ONE** of the following: -Tutor evaluations (all tutors) -Recruiting policy for tutors (one copy) -Sample tutor contract (one copy)	• Tutor resumes • Tutor teaching licenses • Tutor substitute teaching certificates • Tutor recruitment brochure for Hammond • Tutor sign-in sheets for PD • PD description	X		• Some staff are licensed teachers or substitute teachers, or experienced paraprofessionals. • Some tutors do not appear to have any educational experience, other than tutoring at The Learning Station. Additionally, one tutor does not appear to have specific tutoring or teaching experience. However, program descriptions provided for The Learning Station suggest that tutors have at least some experience, and the initial application states that many tutors are certified teachers and most have Master's degrees. • The Learning Station's program description states that tutoring will be provided by tutors with at least a Bachelor's degree; however, at least three tutors do not have Bachelor's degrees. • One tutor does not meet state minimum requirements for SES tutors. • January professional development covered methods to improve reading comprehension. • December professional development covered engaging students. • Tutor evaluations of the professional development opportunities include

Category	Requirements	Documentation Submitted			Comments
					questions for tutors on how they plan to implement strategies covered.
					• A corrective action and recruitment plan was submitted to ensure that tutors meet TLS's tutor qualifications as described in the approved application.
Recruiting materials	**TWO** of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	• Flyers in English and Spanish • Program description	X		• Flyers describe the programming and include information about ISTEP+ passing rates. • Program description indicates that SES will be provided by "certified personnel with at least a Bachelor's degree." However, not all tutors have "certification" in that most are not licensed teachers. While some have substitute teacher certificates or are paraprofessionals, generally the term "certified" suggests licensed teachers. In addition, some tutors do not have educational experience (other than tutoring for the Learning Station) and could not be defined as "certified". Program descriptions must avoid using terms like "certified" when not all tutors meet this description. • Flyers and program descriptions were revised to accurately reflect TLS tutor qualifications and SES eligibility requirements.
Academic Program	**ONE** of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors *In addition to:* **ONE** of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	• Lesson plans • Connections to Indiana standards		X	• Lesson plan submitted for math was lesson observed (described in the on-site portion of this report) in which students practiced grouping using egg cartons and beans. The purpose of the lesson was to practice problem solving and reasoning, showing multiple ways of representing numbers. Lesson observed very closely matched lesson plan. Lesson plan submitted matches lesson description in provider's original application. • Lesson plan submitted for reading was lesson described in the on-site portion in which tutor provided strategies for reading comprehension and main idea.

					• Lesson plan covers strategies for identifying main idea, drawing conclusions, making inferences, etc. • Lesson plans include specific standards covered. Standards are grade-level appropriate.
Progress Reporting	**ALL** of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	• Timeline for sending progress reports (submitted to parents) • SES contracts for East Chicago, Gary • SES agreements for East Chicago, Gary		X	• Revised progress reports include pre-test data, areas of student focus, information about student ongoing assessment and performance, and information about recommendations for improving the progress report. Progress reports also include information about performance in each standard. • Report from one district surveyed indicates that provider has sent progress reports in a timely manner. • SES agreements include measurable goals of 80% mastery. Student progress reports and ILPs reflect that students are working on subjects identified in the SES agreements.
Assessment and Individual Program Design	**ALL** of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	• Explanation of process for developing ILPs • Copies of ILPs • Evidence of correlation between standards and assessment		X	• Old ISTEP+ test items are used for reading assessment. Math assessment is based on core Indiana academic standards for Math. Samples of assessments were provided. • Explanation of process to develop individual learning plans indicates that an initial parent meeting is held; in addition, description notes that information from the pre-assessment is included in the ILP. • ILPs include individual achievement goals, planned services, and assessment tools to be used to help measure student progress toward meeting goals. Goals on ILPs are measurable and include an end date by which goals will be attained.

On-site Monitoring Rubric
OBSERVATION Components

NAME OF PROVIDER: The Learning Station
SITE: The Learning Station, 401 S. Lake Street, Gary, IN
TUTOR'S INITIALS (ALL TUTORS OBSERVED): 6 tutors
NUMBER OF LESSONS OBSERVED: 6

DATE: 2/28/08
REVIEWERS: M.C., S.F.
TIME OF OBSERVATION: 3:30PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		Students were split up by grade level in various rooms throughout the location. Each room had the lesson schedule clearly written up on a white board. In one room, students worked on workbook packets for reading. The tutor attempted to rotate between each student in the room and provide instruction and support. Later in the lesson, the tutor began working with students on math in a small group. In the next classroom, students were working together on story. The tutor asked questions about components of the story and had students take turns answering the questions. She checked comprehension in a variety of ways. According to the white board in the room, after discussing the story, students were to write their own story. In a third classroom, students worked on an assessment packet. The tutor checked answers individually with each student and gave instructions as students worked through the packet. The whiteboard indicated that the concepts covered in the packet had been pre-taught prior to students beginning to work on the packets. In a fourth classroom, students worked together on packets correcting punctuation and sentence errors. The tutor led students in answering questions about a particular reading method (reading strategies) that she had covered earlier in the lesson. The tutor encouraged students to use the reading strategies taught to answer questions. After completing that activity, students shifted to working on math. In a fifth classroom, students worked in a small group on grouping methods using egg crates. Students had to group numbers in various ways in the egg crates. First they had to demonstrate grouping in the egg crates, and then they had to draw their grouping method. In the sixth classroom, the tutor walked students through a reading activity on whales. A variety of methods were used so students could demonstrate comprehension of the story (e.g., the tutor had students track the path of the whales on a globe; the tutor discussed with

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					students the variety and difficulties of the journey, etc.). As noted in the application, students in various classrooms worked on concepts and activities connected to the Indiana State Standards. Lesson plan and lesson descriptions provided in initial application describe introducing concepts and then direct instruction and student activities to practice concepts. That was observed in lessons viewed during the site visit. Although observed lessons matched the description in the provider's application, it was difficult to determine how lessons were individualized, as all students appeared to be age-grouped. However, tutors did utilize a variety of instructional techniques to ensure that all students had understanding of what was being covered.
Instruction is clear			X		Lessons appeared very well organized; all rooms had whiteboards that had the lesson schedules and instructional activities for both reading and math. Students appeared well trained in the lesson organization, as tutors had no trouble transitioning from one activity to the next. Students generally appeared to know what they were expected to do during every activity. At times, students working independently had difficulty knowing exactly what they were supposed to do, but tutors worked hard at ensuring that when this was the case, they clearly informed students of the next steps to follow. A variety of instructional techniques were utilized when covering concepts, such as number grouping and reading comprehension, to ensure that all students in the group understood.
Time on task is appropriate			X		Because of the highly organized nature of the lessons, students had little difficulty staying on task. Most of the time, tutors provided engaging group activities in which manipulatives or visual aids were offered to help ensure that students were on task and paying attention. When a student got off task, tutors generally utilized techniques such as asking direct questions or asking students to model a concept or answer in order to get the student back on track. In a few cases, primarily when students were supposed to be working independently and especially with younger students, students would have difficulty concentrating on their work at all times. However, tutors ensured that they spent ample time with each student to get them concentrating again when necessary.
Instructor is appropriately knowledgeable			X		As noted, tutors had clear lesson plans displayed on whiteboards in each room, which included activities, concepts, and instructional methods. Tutors were well-aware of the plans and followed them very closely. In many cases, tutors implemented a variety of instructional techniques to ensure that all students understood concepts and to ensure that all students were on task. Tutors appeared to have good rapport with their students, which helped them redirect students when necessary. Despite strong organization, it appeared that lessons were primarily age-oriented as opposed to specifically individualized. However, tutors did attempt to ensure that all students had a thorough understanding of what was being taught.
Student/instructor ratio: Between 3:1-5:1 Ratio matches that reported in original provider application			X	██████	Ratios observed match ratios described in the provider's original application.

On-site Monitoring Visit Rubric
COMPLIANCE Components

NAME OF PROVIDER: The Learning Station
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/11/08

The following information is rated "Compliance" (C) or "Non-Compliance" (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	**ALL** of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	• City of Gary or limited Indiana criminal history checks for each employee	X	
Health and safety laws and regulations	**ONE** of the following: -Student release policy(ies) *In addition to:* **ONE** of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	• Student release policy • Transportation policy	X	
Financial viability	**ONE** of the following: -Documentation of liability insurance coverage *In addition to:* **ONE** of the following: -Audited financial statements -Tax return for the past two years	• Documentation of liability insurance • Tax return for 2 years	X	